



1998-99 CATS ASSESSMENT

Open-Response Item Scoring Worksheet

Grade 8—Arts & Humanities

The **academic expectation** addressed by the open-response item “Character Portrayal” is

2.22 Students create works of art and make presentations to convey a point of view.

The **core content** assessed by this item includes

Theater: Creating/Performing

Suggest staging for a short script or story that considers character movements and interactions on stage and the viewing needs of the audience

Theater: Skills and Knowledge

Elements of Performance

Body alignment, control for isolated parts of the body

Character Portrayal

In theater, actors use their bodies in different ways to help portray different characters. Imagine you are in a stage play and your role is that of a very old person who does not have a speaking part. Describe **four** different physical movements you could use to help show your character's age.



SCORING GUIDE

Grade 8 Arts & Humanities

Score	Description
4	Student describes 4 different physical movements that could be used to help portray the role of a very old person. Response includes relevant details that link the movements to the role.
3	Student describes 3 or 4 different physical movements that could be used to help portray the role of a very old person. Response includes a general link between movements and the role.
2	Student describes 2 or more physical movements that could be used to help portray the role of a very old person. The link between the movements and the role may be vague or unclear.
1	Student's response is minimal (e.g., student describes 1 physical movement that could be used to help portray the role of a very old person).
0	Response is totally incorrect or irrelevant.
Blank	No response.



ANNOTATED STUDENT RESPONSE

Grade 8 Arts & Humanities

Sample 4-Point Response of Student Work

Student Response

If I were in a play and had to play the role of a very old person, I would use these four different physical movements to portray them.

First, older people have less energy than younger people so they would move slowly to show this. I would walk really slow, and maybe even take a few small steps.

Another movement I would do is bend over a little bit more than usual to show that I may have a bad back and it makes it harder to walk. Another movement I could use to portray a very old person is to have a cane and walk a little unevenly. Most old people can't walk very well. I would also act as though I couldn't hear very well. As you grow older you may lose some of your hearing ability. To show this I would probably put my hand to my ear every time I thought I heard a noise.

That's how I would portray an older person.

← Student describes a physical movement that could be used to help portray the role of a very old person (i.e., move slowly and “maybe even take a few small steps”).

← Student describes a second physical movement (i.e., “bend over a little bit more than usual to show that I may have a bad back”).

← Student describes a third physical movement (i.e., walk unevenly with a cane).

← Student describes a fourth physical movement (i.e., “put my hand to my ear” to indicate hearing loss).

Overall, the student demonstrates a thorough knowledge of the way character movements such as body alignment and control can convey a point of view to an audience by describing four physical movements that can dramatize a character's age.



ANNOTATED STUDENT RESPONSE

Grade 8 Arts & Humanities

Sample 4-Point Response of Student Work

Student Response

Let's say that I am playing a role in a play. My role is that of a very old man. This role has no speaking part. The director has asked me to come up with four different physical movements for me to use during the play. So I will think of four different physical movements and describe them for the director.

The first movement that I could do that would let the audience know that I am a very old man is to have a very slow pace walk. To make it look real I will sort of drag my feet across the stage as I walk. I will also make very small steps.

Another movement that I could do that would let the audience know that I am a very old man is to do everything very slow. Like when I raise my arm I will raise it very slow. When I blink my eyes I will blink them very slow.

Another movement that I could do to express that I am a very old man is to shake like when you have Parkinson's disease.

The last movement that I could do to express that I am an old man is to use a walker or a cane and limp every time I walk.

This is how I could express in a play to the audience that I am playing a role of an old man.

← Student describes a physical movement that could be used to help portray the role of a very old person (i.e., walk slowly, dragging feet and taking small steps).

← Student describes a second physical movement (i.e., slow movements such as raising arms and blinking slowly).

← Student describes a third physical movement (i.e., imitate shaking symptoms of Parkinson's disease).

← Student describes a fourth physical movement (i.e., "use a walker or a cane and limp").

Overall, the student demonstrates a thorough knowledge of the way character movements such as body alignment and control can convey a point of view to an audience by describing four physical movements that can dramatize a person's age.



ANNOTATED STUDENT RESPONSE

Grade 8 Arts & Humanities

Sample 3-Point Response of Student Work

Student Response

Four ways you could show that you are old in a play are you could have a cane and walk bad. And you could shake so they would think your muscles are getting weak. You could hump your back so they can think you've got scoliosis. You could wear a wig with white hair so they think your hair is grey.

If I was on stage and my role was a very old person who doesn't have a speaking part, I would show people my age by:

1) Not moving very fast. Old people shuffle their feet when they walk, and it takes them quite a while to get somewhere.

2) Use a cane or a walker. I would do this because old people ususally need something to help them walk.

3) Hunch my back over. Most old people's bones grow together, and their back hunches over.

4) If I reach for my cane/walker, I would shake my hand a lot because old people usually shake their hands (on accident).

This is how I would show people I was very old.

← Student describes a physical movement that could be used to help portray the role of a very old person (i.e., not moving fast and shuffling feet).

← Student identifies a prop ("cane or a walker") instead of a movement.

← Student describes a second physical movement (i.e., "hunch my back over").

← Student describes a third physical movement (i.e., shaky hands).

Overall, the student demonstrates a general knowledge of the way character movements such as body alignment and control can convey a point of view to an audience by describing three physical movements that can dramatize a character's age.



ANNOTATED STUDENT RESPONSE

Grade 8 Arts & Humanities

Sample 2-Point Response of Student Work

Student Response

To show an old person you could walk bent over and not straight up. You could walk slow and slide your feet. You could make slow movements.

Older people do not move fast and run around like someone younger would. So you would not want to move at a fast pace or motion.

← Student describes two physical movements that could be used to help portray the role of a very old person (i.e., “walk bent over” and “walk slow and slide your feet”).

Overall, the student demonstrates a limited knowledge of the way character movements such as body alignment and control can convey a point of view to an audience by describing two physical movements that can dramatize a character’s age.

Sample 1-Point Response of Student Work

Student Response

If I was to portray an old man without a speaking part in a theatrical play, then there would be 4 things that I would do to express my character's age.

The first thing I would do, is put on a wig. The wig would have either short white hair, very little white hair around the sides and back of my head, or I would be bald.

The next thing that I would do is wear some old clothes with a big, tan trench coat with a matching hat. I would wear old, shiny, hard back boots over my feet and under my trousers.

Another thing I would do is use a cane and rely on it heavily, like I can't walk without it. Either that, or I would use a walker like some old folks have.

The last thing I would do is walk really, really slowly, because most elderly people can't walk as fast as most people do today. Those are the four things that I would do to help portray my old character.

← Student mostly describes props (wig, clothes, cane, walker) rather than movements to portray the role of a very old person.

← Student describes one physical movement (i.e., walk slowly).

Overall, the student demonstrates a minimal knowledge of the way character movements such as body alignment and control can convey a point of view to an audience.



INSTRUCTIONAL STRATEGIES

Grade 8 Arts & Humanities

The open-response item **“Character Portrayal”** assesses students’ knowledge of how a sense of character can be reflected by movement. The instructional strategies below present ideas to help students explore and master this concept.

Discuss with students examples of how actors use their bodies in different ways to help portray different characters.

Ask students for examples of different characters from movies or plays where the way the actor used their body helped portray the character. Have the students describe the different ways the actors moved to make the character realistic and demonstrate the different movements that the actors used to portray the character.

Show an excerpt of a movie or play on video that shows an actor using their body in different ways to help portray the character. Ask the students to identify particular movements that the actor used and describe how the movements supported the role of the character.

Assign a movie or play from educational television and ask students to write a one-page description of the way the actor used their body to portray the character, including how the different physical movements supported the role. After viewing, have students work in small groups of three to five to share the character they selected from the educational television program and describe how the actor used movements to help portray the character.

Ask students to develop a list of stage directions related to character movement (e.g., walk briskly, turn slowly, limp with body bent over).

Provide opportunity for students to practice character movement using the stage direction list developed above.